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Atten.: Mr. Richard M. Helms, Director

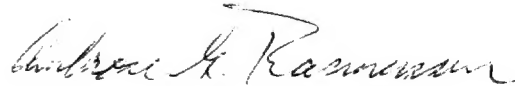
Dear Sir,

Submitted herewith is a complimentary copy of a design study entitled 'The Delta-Nabla Idiom and a Colloquial Word Polo Game, Instructions and Directions for Entertaining', which references the academic study 'the Delta-Nabla Four Hypothesis of Evolutionary Involvement' submitted on July 22, 1971.

The design study includes product design information and text instructions towards implementing the hypothesis as may be within the interests of the Agency.

Reproduction of the enclosure for Agency/internal control may be made as required to agree with a corresponding number of copies made of the academic study previously submitted.

Yours very truly,



Ambrose G. Rasmussen  
Manager

Encl.: 1 cpy, design study, 'The Delta-Nabla Idiom and a Colloquial Word Polo Game, Instructions and Directions for Entertaining,

INSTRUCTIONS AND DIRECTIONS  
FOR ENTERTAINING

THE  
DELTA-NABLA IDIOM  
AND A  
COLLOQUIAL WORD POLO GAME

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## P R E F A C E

For want of a better name and title, the delta-nabla idiom, as presented herewith, is a design study oriented towards further study and for engineering reference as a possible project for manufacture of a product, the delta-nabla idiom itself.

The text, with minimal revision, may be required for both the engineer and the customer should the manufactured article be sold commercially.

A reference for evaluating the design study is a study and reference manual entitled "The Delta-Nabla Four Hypothesis of Evolutionary Involvement" © by Ambrose G. Rasmussen, (address, P. O. Box 4022, Torrance, California 90510.)

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INSTRUCTIONS AND DIRECTIONS  
FOR ENTERTAINING  
THE  
DELTA-NABLA IDIOM  
AND A  
COLLOQUIAL WORD POLO GAME

1. INTRODUCTION

1.1 The delta-nabla idiom is an instrument for motivating composition, conversation and vocal expression of the many variations of the soci-philosophical scene, at home, at work and at school within a meaning of relevancy with form.

1.2 The motivating feature of the delta-nabla idiom is the cross referencing of ready or researched information with information available from other sources within a form that is evolutionary towards an objective and common to languages respective to each other, including silence.

1.3 A colloquial word polo game, preplanned or spontaneously occurring while entertaining the delta-nabla idiom may range over indefinite periods of time. Depending upon the subject selected, it will not be unlikely that the game will result in one title card becoming illuminated and all personnel leaving the idiom for a few minutes, or perhaps days, months, or even years before returning and resuming the play.

2. DESIGN PLAN OF THE DELTA-NABLA IDIOM

2.1 The delta-nabla idiom is based on the design of the center delta linked delta-nabla four figure, derived from the study entitled 'the delta-nabla four hypothesis of evolutionary involvement'. (Refer to copy of the hypothesis.)

2.2 The basic delta-nabla idiom consists of two singular forms of the center delta linked delta-nabla four figure forming a plural or double deck arrangement of title card panels. Several arrangements or panel configurations may be made available of the double deck panel design. (Refer to Figures 1 thru Figure 4.)

Note: The many variations and meanings that can become apparent during the course of entertaining the delta-nabla idiom are given objectivity with informality by having at least two (2) singular panels forming thus the plural or double deck arrangement. Whether the panels are placed adjacent or opposite each other, or as a battery of idioms within a group type environment, contrasting opinions can be compared or aired, visually or by vocal expression, enabling a resolve, with conversation being the import of the design plan.

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2.3 The basic delta-nabla idiom is entertained by one (1) or two (2) persons or two (2) groups of persons. The X,-X' axis, or the Y,-Y' axis, is selected for entertainment at the option of the operators. As one axis is entertained by agreement between two parties, the other axis is assumed and understood by both parties with time allowance by both parties for the delta or the nabla figure (whichever is the case) to resolve itself.

2.4 The advanced or quadro deck delta-nabla idiom (Figure 5) is composed of two (2) double deck panels of four singular center delta linked delta-nabla four figures. Panels opposite each other form the basic delta-nabla idiom. Two (2) basic delta-nabla idioms thus comprises an advanced or quadro deck delta-nabla idiom.

2.5 The advanced or quadro deck delta-nabla idiom is entertained by four (4) persons or four (4) groups of persons. Both the X,-X' axis and the Y,-Y' axes are entertained by having the quadro deck idiom.

2.6 A battery of singular delta-nabla idioms may be entertained as well. Resolve of studies and activities however reverts to entertaining the basic delta-nabla idiom for each program activity. (Refer to Paragraph 2.3.) The quadro deck delta-nabla idiom would be entertained as necessary when four parties can be defined.

2.7 Each subject-delta (A, B & C) and related topic panel title cards and lights (1 thru 19) become engaged as one learning delta; one learning delta may also be termed a subject-delta.

2.8 Programs should evolve to include most, if not all, of the essential topic titles required to better understand a subject or subject-delta.

2.9 Each circle-sphere constituent extreme may be studied as a subject within the scope and form of the delta-nabla idiom for a definition of each; followed by a return to entertaining the original subject-delta initially selected and its respective topic titles.

2.10 Programs are continuous, but activities may not necessarily be consecutive. Depending upon time allowed for each study and for the generating of each picture-paragraph, each program begun is considered to be endless although each subject study, based upon the hypothesis, has continuity with an evolutionary terminus. Progress thus is found to be the vertical component of each delta and nabla figure and for each subject or subject-delta, not excluding a proportionate degree of the component which is time.

### 3. THE DELTA-NABLA IDIOM ENTERTAINED

3.1 The delta-nabla idiom is entertained primarily by preparing and vocally expressing the completed picture-paragraph at the conclusion of each program. The summary picture-paragraph is based upon titles of topics that are illuminated on the title card panel. Titles are words or word phrases that have literary importance to persons participating and have the characteristics of doubt, the known or the unknown. The printed, typed, or electrical print-out of words or word-phrases are provided from a library file and illuminated during program activities.

3.2 The title card panel and a delta-nabla four key panel, together with a respective switch panel arrangement for lighting the title cards, provides a visual reference with all other title cards, titles and topic titles for a persons' own studied resolve of a given subject and the more significant and important topics that are, and may be, related to a subject. The delta-nabla four key panel provides a ready reference of the center delta linked delta-nabla four figure.

3.3 The title cards and the key panel are illuminated by means of the push-button switches on the switch panel during program activity. As each title card is illuminated, the correlating perspective of each subject-delta and topic titles become apparent as they may have an association with other delta and nabla figures and topic titles, or the absence of topic titles, towards the composition of a formal comprehensive picture-paragraph summary at the conclusion of the program.

3.4 The delta-nabla four key panel may have a switch arrangement of test and tell switches. The test and tell switch arrangement is designed to be optional on some models of the delta-nabla idiom, and which may be defined as an arrangement of switches for setting the stage for a program.

3.5 The test and tell switches provides for establishing a basis for progress with pointed impromptu questions of person, tense and prerogative that do not have to be answered directly but are questions that should be brought to mind, as concerns the subject-delta. Models of the delta-nabla idiom that do not have the subject-delta test and tell switch arrangement may have substituted a verbal resolve of the following before proceeding to push-button switch #1 on the switch panel:

for subject topic "A" - who, what, when, where, how and why; and to what extent.

for subject topic "B" - 1st person, 2nd person, 3rd person, past, present and future.

for subject topic "C" - life, present, death, past, taxes and work.



3.6 The switch panel push-button switches #1 thru #16 correspond to title card positions on the title card panel having a like number locations and key lights on the delta-nabla four key panel; and switches #17, #18 and #19 correspond to a like number of key lights on the key panel only. Lamp, or readout #20, provides the luminous or numerical reading of the completed picture-paragraph.

#### 4. TITLE CARD LIBRARY FOR ENTERTAINING THE DELTA-NABLA IDIOM

4.1 The library for entertaining the delta-nabla idiom is comprised of various forms of information input. The limited input form herein described consists of a library of title cards, or the electrical print-out of, words and word phrases. The title card file may be comprised of the following:

- a. Title cards made up of separate words or word-phrases.
- b. Title cards made up of delta- and nabla- figures of words or word-phrases.
- c. Title cards made up of complete delta-nabla four panels of words or word-phrases.
- d. Blank title cards for write-in or type-in of words or word-phrases.

4.2 Title cards may have variations that can include code number cross reference to a subject, or catalogue number reference to a subject, or variations multiple.

4.3 Title cards are preprinted, or typed or printed up on the spur of a moment, on transparent or translucent plastic or paper card material suitable for mounting on the title card panel.

4.4 Title cards are filed in an alphabetized or numerical order respective to catalogue or as may be referenced, and are drawn from the library and mounted in position on the title card panel during program activities.

4.5 Other forms of information input for entertaining the delta-nabla idiom may include the following:

- a. Touch (Braille)
- b. Touch (temperature)
- c. Pictorial (illustrative)
- d. Smell (scent)
- e. Sound (hearing) or (silence)
- f. Taste

4.6 Reference material for program activities may include the following:

- a. Word dictionaries.
- b. Thesaurus of words or word phrases.
- c. Circle-sphere studies.

5. PERSONNEL REQUIRED FOR ENTERTAINING THE DELTA-NABLA IDIOM

5.1 The delta-nabla idiom may be entertained during any program or program variation by a person or groups of persons referenced in the following paragraphs:

5.1.1 One (1) person singular or one (1) person plural who is, objectively speaking, plurality oriented, providing or comparing view points of both the first and second persons and applying patterns of discern for both banks (opposite or adjacent) of title card panels of the basic delta-nabla idiom, and preparing either a single (1) or two (2) picture-paragraph summary compositions. (A single or a double deck delta-nabla idiom is thus entertained.) (Refer to Paragraph 2.3.)

5.1.2 Two (2) persons singular who are, objectively speaking, first and second persons, each providing the other with points of discussion and reference by reference to his own title card panel, and the other title card panel is observed or not observed, seen or not seen; each preparing a single picture-paragraph summary composition. (Refer to Paragraph 2.3.)

5.1.3 Two (2) groups of persons singular who are, objectively speaking, first and second persons, each having a spokesman and each group providing the other group with points of discussion and reference by reference to their own title card panel and the other title card panel is observed or not observed, seen or not seen; each group preparing a single picture-paragraph summary composition. (Refer to Paragraph 2.3.)

5.1.4 Four (4) persons singular who are, objectively speaking, first, second, third and fourth persons, each providing the other three persons with points of discussion and reference by reference to their own title card panel, and the other title card panels are observed or not observed, seen or not seen; each person preparing a single picture-paragraph summary composition respective to his own title card panel. (Refer to Paragraph 2.5.)

5.1.5 Four (4) groups of persons singular comprised of from one (1) to more than one (1) person who are, objectively speaking, first, second, third and fourth persons, each having a spokesman, each group providing the other three groups with points of discussion and reference by reference to their own title card panel, and the other title card panels are observed or not observed, seen or not seen; each group preparing a single picture-paragraph summary composition respective to their own title card panel. (Refer to Paragraph 2.5.)

5.1.6 Four (4) persons singular, or four (4) groups of persons singular, each engaged in circle-sphere studies towards the preparation of a single picture-paragraph summary composition. Two (2), or three (3) basic double deck delta-nabla idioms

may be required for monitor and resolve of program applications involving circle-sphere studies of this type and form of entertaining the delta-nabla idiom. The resulting picture-paragraph summary composition will be typical as that for one (1) person plural. (Refer to Paragraphs 2.5 and 2.3.)

5.2 Critique preliminary to any program or program variation entertaining the delta-nabla idiom is, that, a first person addressing a second person may want to realize, on the basis of the delta-nabla four hypothesis of evolutionary involvement, that a third, a fourth and a fifth person is present. The third, fourth and fifth person can be defined as one of the following (allowing for the plurality factor of each individual):

- a. The first person who initiated a discussion.
- b. A person who is not real (fictitious)
- c. The delta-nabla idiom
- d. An audience seen or not seen.
- e. The person who concludes the respective activity or program.

5.2.1 The identity of each person would thus be designated as: X, Y, X', Y', and Z for any two party conversation.

5.3 A subject study can include any side or segment of any side, or point of any delta or nabla figure of the center delta linked delta-nabla four figure.

## 6. PROGRAM PLANS FOR ENTERTAINING THE DELTA-NABLA IDIOM

6.1 Programs for entertaining the delta-nabla idiom and generated with reference to Appendix C of the delta-nabla four hypothesis of evolutionary involvement are:

- a. Preplanned programs.
- b. Programs progressive with development of a specified or an unspecified objective. A program having an unspecified objective will omit title card 113 until resolve by key #17, #18 and #19.
- c. Programs revised or changed during activities, dependent upon program outlook.

Note: Separate programs are described for entertaining the delta-nabla idiom as may be conforming to the singular center delta linked delta-nabla four figure of the delta-nabla four hypothesis.

6.2 A preplanned program is typical of a particular lesson or course of instruction or study. A singular deck or a double deck delta-nabla idiom is employed and complete delta-nabla four panels of identical title cards would be provided for all panels or banks of each delta-nabla idiom while entertaining preplanned programs.

6.3 A program progressive with development is typical of mounting first the title card for the subject-delta, vis L1, or lighting the subject title "A" transposed to L1, of a particular subject-delta, on the title card panel, and proceeding from push-button light switch "A" mounting successive title cards as each title card light blank is illuminated. Needed reference and motivating encouragement for selecting the next and subsequent title cards, towards the picture-paragraph composition, is provided by discussions, word-play, and circle-sphere studies either with the aid of additional delta-nablaa idioms or by individual initiative.

6.4 Programs revised or changed during activities are, in effect, a combination of preplanned programs and programs progressive with development, with activities determining the necessary title selections or changes towards the picture-paragraph summary composition.

## 7. PROCEDURE FOR ENTERTAINING THE DELTA-NABLA IDIOM

7.1 The procedure for entertaining the delta-nablaa idiom towards the preparation of a picture-paragraph composition at the conclusion of a program is as follows:

7.1.1 Voicing, or expressing silently or with sound, words or word phrases having significant meaning to a person, or persons, not excluding ones' self.

7.1.2 Selecting the subject, subject-delta, and topic title cards respective of the words or word phrases expressed, and mounting them at respective locations on the title card panel in an order typical of the order described in Appendix C of the delta-nablaa four hypothesis of evolutionary involvement, and depending upon the program selected. (Refer to the study entitled 'the delta-nablaa four hypothesis of evolutionary involvement'.)

7.1.3 Observing the alpha-numerical order and following the sequence of lighting the title cards or title card blanks, per the alpha-numerical sequence of push-button switches on the switch panel. The center delta test and tell switches, or the substituted pointed questioned resolve of the subject-delta A, B, and C precedes the numerical order of lighting the title card panel. Noted, however, title card panel lights for L1, L5 and L13 will illuminate as the subject-delta is staged. (Refer to Paragraph 3.5.)

7.1.4 Casual voicing and informal discussion, word-play or verbal circle-sphere studies during intervals of time between each title card lighting operation. Any title card blanks

illuminated will of course have to be titled before proceeding to the next and subsequent title card number. If constituent extrones become an inter-play, the delta-nabla idiom may be entertained for each study. (Refer to Paragraph 5.1.6.)

7.1.5 Casual regard for the second, or third, or fourth banks of title card panels that are voiced and which may or may not correspond with the subject-delta and topic titles of the first bank of title card titles, observed or not observed, seen or not seen.

7.2 An alternating though progressively synchronous and simultaneous program between and with respect for other parties of discussion and play can be realized towards the composition of picture-paragraph summaries for each bank of title card topics at the conclusion of each program.

7.3 A single picture-paragraph summary composition encompassing a four deck delta-nabla idiom may be an objective. Should this be the case, the four banks would be entertained for separate studies of respective circle-sphere constituent interests, followed by preparing a picture-paragraph composition entertaining a plural double-deck delta-nabla idiom. (Refer to Paragraph 5.1.6.)

7.4 The interval of time that elapses between the lighting of each title card or title card blank is given towards informal discussions, word-play or circle sphere studies. This time interval engenders and aids the improvising of related topics. Studies and activities may range far removed from the subject-delta and topics without their becoming lost from view, or the evolutionary and progressive plan for resolve from becoming disengaged along, but with respect for, the many avenues of study and activity that can be explored.

7.5 The picture-paragraph summary composition prepared at the completion of each program becomes thus, a definition of a given subject-delta.

## 8. COROLLARY OF THE DELTA-NABLA IDIOM WITH THE CENTER DELTA LINKED DELTA-NABLA FOUR FIGURE

8.1 The center delta linked delta-nabla four figure establishes a basis upon which to work and from which the delta-nabla idiom has been designed. The conversion is unique.

8.2 Identifying all points and all sides of all delta and nabla figures of the delta-nabla idiom with respect to the axis designations of X, Y and Z of the center delta linked delta-nabla four figure, the following relationship becomes

basic and preliminary to a fundamental two-person social complex. Further, referring to Appendix C of the delta-nabla four hypothesis of evolutionary involvement also provides a concise study for entertaining the delta-nabla idiom. (Refer also to Figure 4.)

8.3 The alpha-numerical sequence for entertaining the delta-nabla idiom for each subject-delta is as follows:

- a. Vertex "A" transposed is the subject,(topic)
- b. Vertex "B" transposed is one side-subject topic.
- c. Vertex "C" transposed is another side-subject topic.

8.4 Vertex "A" transposed being the subject, vertex "B" and vertex "C" transposed become thus respective to the subject.

8.5 Vertex "B" transposed may be considered as that side requiring memory, and vertex "C" transposed may be considered as that side requiring research, or vice-versa, depending upon the direction of time as the individual operator may wish to evolve his activities.

8.6 Upon converting the center delta (or subject delta) to the delta-nabla four circular figure of involvement, vertex "A" as transposed becomes title card light blank L1. Numbering all remaining sides of all other delta and nabla figures respective to title card light blank L1, and in an order of progression (selecting one direction), vertex "B" as transposed becomes title card light blank L5, and vertex "C" as transposed becomes title card light blank L13. (Refer to Figure 4.) Respectively located, all remaining title card light blanks are numbered consecutively.

8.7 Respectively designated, the three axes X, Y and Z are located and X<sub>1</sub> is found to be the logical initiate point for title card light blank L1 by reason of the direction and the arbitrary designation of prime and sub-prime locations. Opposite X<sub>1</sub>, and on the same level is located X'. The same relationship is found relevant with respect to the Y axis and points Y<sub>1</sub> and Y'. Point Z of course as converted becomes vertex "A" and as transposed becomes the subject, or title card light blank L1.

8.8 All sides of the delta-nabla idiom, as numerically designated, become related to the X, Y and Z axes, which defines the center delta linked delta-nabla four figure.

8.9 Arbitrarily giving a persons' identity to be one (1) complete center delta linked delta-nabla four figure as may theoretically be converted when a person stands alone, placing the person outside of the figure and describing the figure respective to a person, the following may also be theoretically assured:

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8.9.1 Each person is respectively designated with five points identified as Z, X, X', Y, and Y'.

8.9.2 Upon initiating an activity, a person would be identified at point X, whether he considers himself at any one other prime point location location or not. The progression of events towards a resolve of any activity thus evolves from point X, to and through points Y, X', Y' and then to Z.

8.9.3 Vertex X, and vertex X' may be said to be conversant on the same level, and, although they may be heard by all others, communication is by lines direct with more concern for Z, and dwells on the details of X, and X', which are nabla #2 and nabla #4.

8.9.4 Vertex Y, and vertex Y' may be said to be conversant on the same level, and, although they may be heard by all others, communication is by light line over the top so to speak with concern for debate pro and con; (usually concerning Z but dwelling on the details of Y, and Y', which are delta #1 and delta #3.).

8.10 The theoretical conversion of a person thus is defined as a technical description of one center delta linked delta-nabla four figure, or, a single deck delta-nabla idiom. A double deck delta-nabla idiom concerns two (2) persons, and a quadro deck delta-nabla idiom concerns four (4) persons.

8.11 Upon enumerating all constituent extremes (points) of circle-sphere studies encompassing one (1) center delta linked delta-nabla four figure, a total of 100 separate points are found to make up a complete figure (person). The 100 separate points are found as lights, flip-flop connecting points and one lamp provided in the wiring diagram of the single deck delta-nabla idiom (Figure 6).

## 9. COROLLARY OF THE DELTA-NABLA IDIOM WITH ESTABLISHED SCHOOL GRADE LEVELS

9.1 The relation of the center delta linked delta-nabla four figure with the number of alpha-numerical light switches of the delta-nabla idiom is noted and found to be unique, corresponding closely, if not the same, as established school grade levels. Noted, there are a total of twenty-four (24) increments or steps from the power switch to and including the lamp or readout. There is within this switch arrangement, three (3) alphabetical light switch designations and nineteen (19) numbered light switch designations.

9.2 The interrelationship of all points and sides of the center delta linked delta-nabla four figure as detailed and represented as lights in the illustration of the delta-nabla idiom (Figure 4) and with reference to the wiring schematic (Figure 6) bears notation of the correlation of school grade level designations with the delta-nabla idiom.

9.3 The subject-delta (or center delta) initiate A, B and C, can be interpolated as corresponding to pre-school levels, or subject material that is or has to be learned. "A" designate for subject, "B" designate for capability for learning, and "C" for studied research.

9.4 Pre-school designations, compared with the center delta A, B, and C as converted to the delta-nabla four circle of involvement, may be transposed further and interpolated to indicate that pre-school orientation should include, with such meaning as the ages of the students would allow, information that would be covered specifically at grade levels #1, #5, and #13.

9.5 Communication links would be noted by the illustration of Figure 4:

9.5.1 An intercommunication link is established at the completion of grade level 3 and while attending grade level 4 with grade level 12.

9.5.2 An intercommunication link is established at the completion of grade level 7 and while attending grade level 8 with grade level 17.

9.5.3 An intercommunication link is established at the completion of grade level 11 and while attending grade 12 with grade level 4.

9.5.4 An intercommunication link is established at the completion of grade level 15 and while attending grade level 16 with grade level 18.

9.5.5 An intercommunication link is established at the completion of grade level 16 with grade level 1.

9.5.6 An intercommunication link is established at the completion of grade level 17 with grade level 8.

9.5.7 An intercommunication link is established at the completion of grade level 18 with grade level 16.



9.6 The third figure of the delta-nabla four panel (D3) corresponds to school levels #9, #10, #11, and #12, not forgetting the Y of grade level #4; and vice versa, the first figure (D1) corresponds to school levels #1, #2, #3, and #4 with an introduction, or communication link, established with school grade level #12.

9.7 The corresponding relationship of theory by long established school levels precludes the significance of the hypothesis.

9.8 The delta-nabla idiom is intended to serve, but not take the place of, the countless schools professional within an environment of peoples conversant.

9.9 The intercommunication link between grade levels 4 and 12 may have an introduction for students attending both grade levels by the following example explanation: Each student of grade level 4 may be instructed to prepare and give a lecture to a class or group of students attending grade level 12, and vice versa, each student of grade level 12 may be instructed to prepare and give a lecture to a class or group of students attending grade level 4 with objective questions centered on casual debate. A balance of the Y could possibly be achieved through an exercise of this kind and, along with the general hypothesis, promote progress within a school environment that is essentially one (1) where communication forms the basis of a healthy inspiration for further study. A program respective to established programs of learning to include an intercommunication link of this description between grade levels 4 and 12 will of course need the endorsement of the faculty of the school (or schools) concerned.

## 10. NOTES REGARDING THE DELTA-NABLA IDIOM

10.1 Entertaining the delta-nabla idiom within a course of instruction involving discussion, word-play or circle-sphere studies will require (unfortunately) a note that knowledge can only be gained with the passing of time, even with respect to memory. Thus, all subjects selected for delta-nabla activity will and does require recall. Recall, or memory, along with research of information by discussion, word-play and circle-sphere studies on subject and topic titles illuminated will be necessary before a picture-paragraph reading of current times is possible and to more fully understand the times that is current for prospects of planning the future on selected subject and subject-delta information.

10.2 Drift limits of discussions, word-play and circle-sphere studies are maintained by each delta-nabla four figure.

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10.3 The circle of involvement of each subject-delta entertained, depends upon the depth of detail, vis, circle-sphere studies, persons of activity and discussion desire to involve themselves, not excluding person, tense and prerogative.

10.4 The instance of momentary fixation upon lighting each topic title towards the completion of a program, modifies that interval of time that is an involuntary observation. This involuntary observation may be prolonged, depending upon the depth of detail discussions, word-play and circle-sphere studies are engrossed upon, but in all cases, allows this activity to proceed at a leisurely pace, leisurely with the importance of the selected subject-delta and before proceeding to the next or subsequent switch-light.

10.5 Upon entertaining the delta-nabla idiom with activities of discussion, wrd-play and circle-sphere studies, a probability exists that a persons' capability for absorbing intelligence on all subject-delta programs selected will be found to be endless and unlimited. The vertical component of the center delta linked delta-nabla four figure is thus found to be the component wherein progress is made, not excluding the time component. As time increases - so goes Z prime (Z'), or vice versa, as time decreases so goes Z sub-prime (Z<sub>sub</sub>). (Applicable to age of persons as well as subject material that is under study.)

## 11. CONCLUSION

11.1 Much of the work and study that can be associated with entertaining the delta-nabla idiom approaches an ideal soci-philosophical scene. Only by studied resolve can this be accomplished and the full import of the delta-nabla idiom be realized. And, realizing further, that this is next to impossible, the delta-nabla idiom is designed more as a working conversation piece however serious the educational aspects of the idiom have been described. Possibly, clinical programs may find the delta-nabla idiom helpful.

11.2 Resolving concepts of the delta-nabla idiom from a school study by adults to that of a product guide for school and class programs respective of each grade level, including that of the kindergarten level, would of course require a comprehensive study by each instructor and teacher so involved. Features of the delta-nabla four hypothesis of evolutionary involvement would have to be studied along with making available the delta-nabla idiom. Course material and detail letters respective for each course of study that would be entertaining the delta-nabla idiom would have to be prepared.

11.3 For clinical programs, a special battery array of singular delta-nabla idioms may be designed and made available for each individual. A program progressive for each two persons would follow with double deck delta-nabla idioms, and, subsequently, a program for each four persons would follow with the quadro deck delta-nabla idiom.

11.4 The emphasis of this study lends itself towards entertaining the delta-nabla idiom. Actually, what is taking place is that each individual participant is being entertained by a mode of communication that the delta-nabla idiom is designed to inspire whether within a school environment, clinical environment, or basically within any group of two (2) persons or more (even one (1) person). Each person entertaining the delta-nabla idiom should be helped towards a better understanding of his own position as well as the standing of other persons.

## A P P E N D I X

### I. COLLOQUIALISMS RELATED TO THE DELTA-NABLA IDIOM

1. The Delta-Nabla Idiom may be identified as a:

ME THINK ME TALK MACHINE

or a

SOCI-PHILOSOPHICAL DISCRIMINATOR AND  
RESOLVER

2. Short titles for the Delta-Nabla Idiom are:

DIGIDSAMADA and DIGIDSUMOR

derived from the technical names of:

Duo-Quadro Diode Signal Matching Discriminator  
and

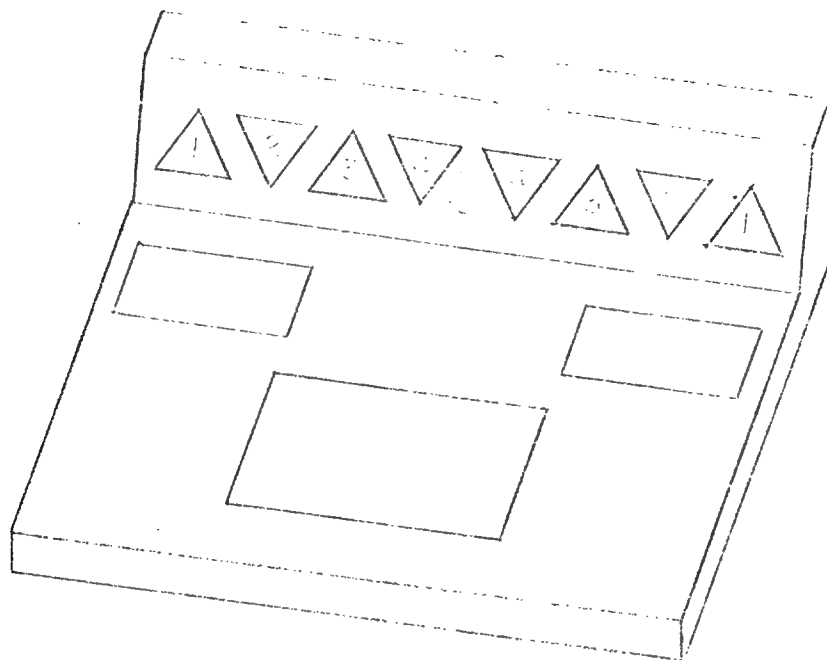
Duo-Quadro Diode Signal Matching Resolver

the letter G is substituted for the word quadro to  
gain the contraction.

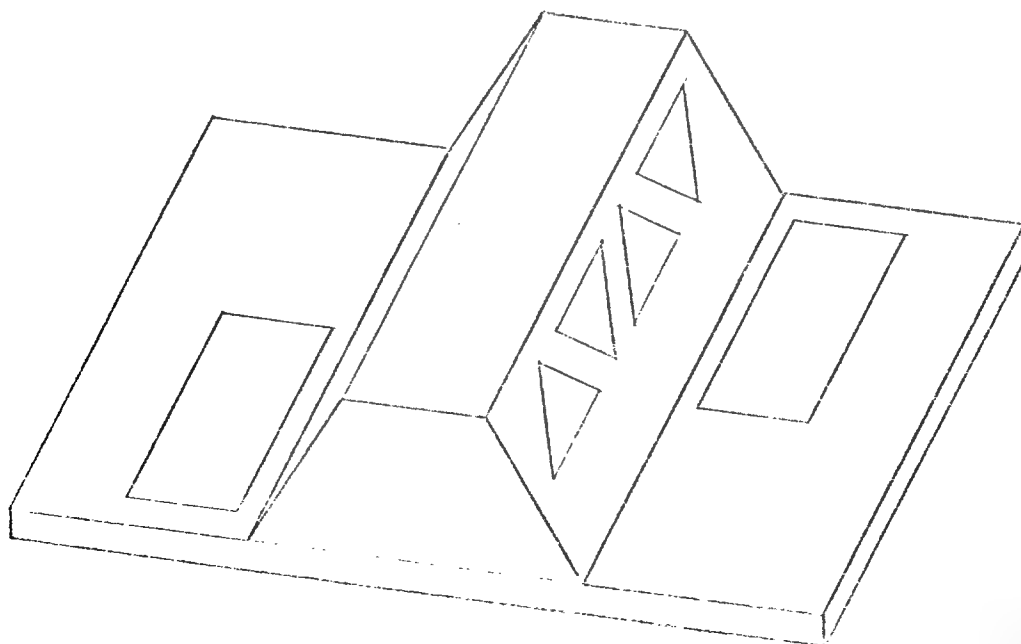
### II. ABBREVIATIONS

CDM	center delta memory
CDV	center delta vocal
D (number)	delta (#1 and/or #3)
DN	delta-nabla
DNF	delta-nabla four
DNFMEI	the Delta-Nabla Four Hypothesis of Evolutionary Involvement
DNI	the Delta-Nabla Idiom
L	light
LL	light line
N (number)	nabla (#2 and/or #4)
TCP	title card panel

THE  
DELTA-NABLA IDIOM  
DOUBLE DECK PANEL  
TYPICAL PANEL DESIGNS



DESIGN A



DESIGN B

ALL DIMENSIONS FOR THESE PANELS ARE APPROXIMATE.

Figure 1.

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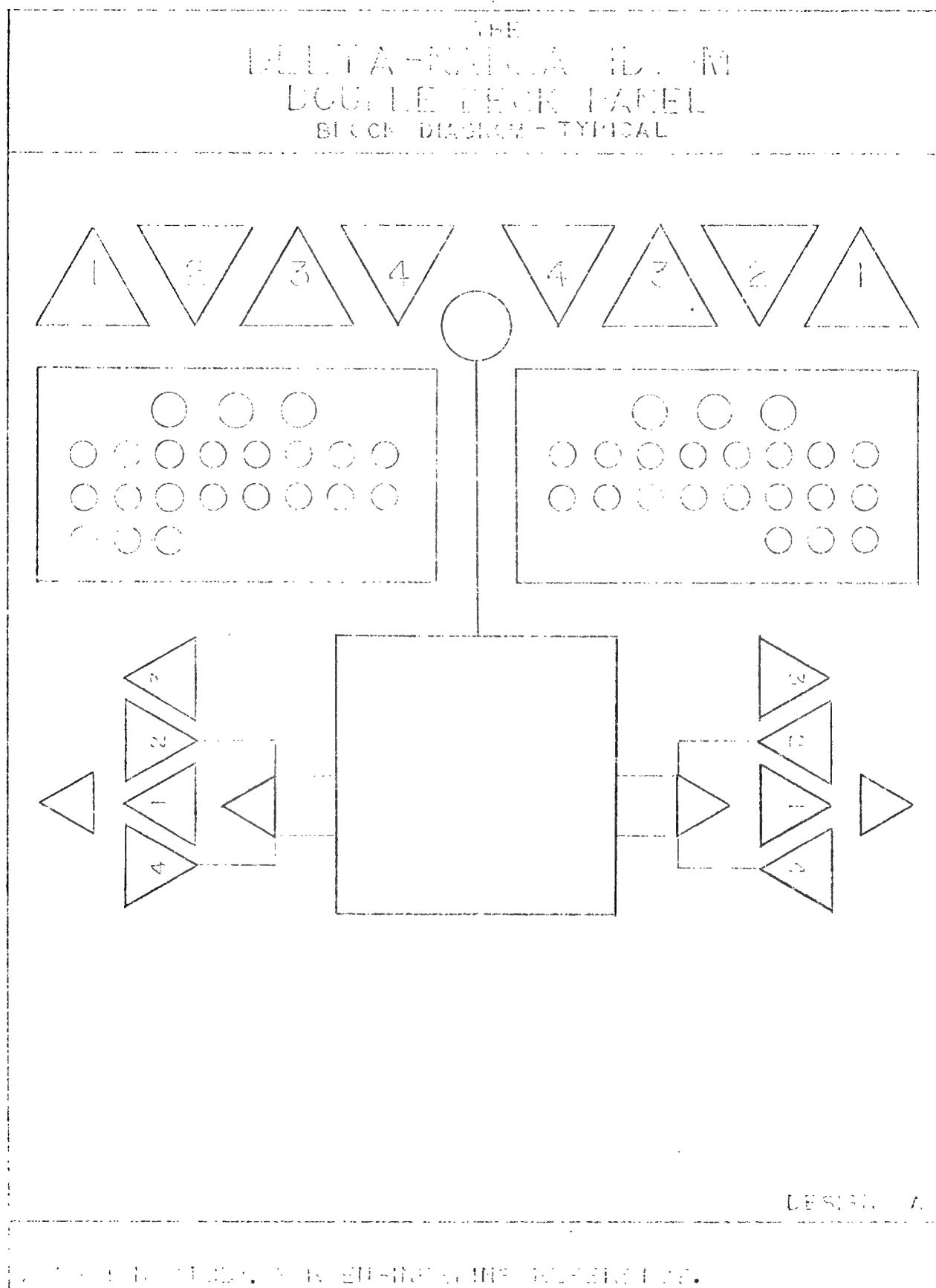


Figure 2.

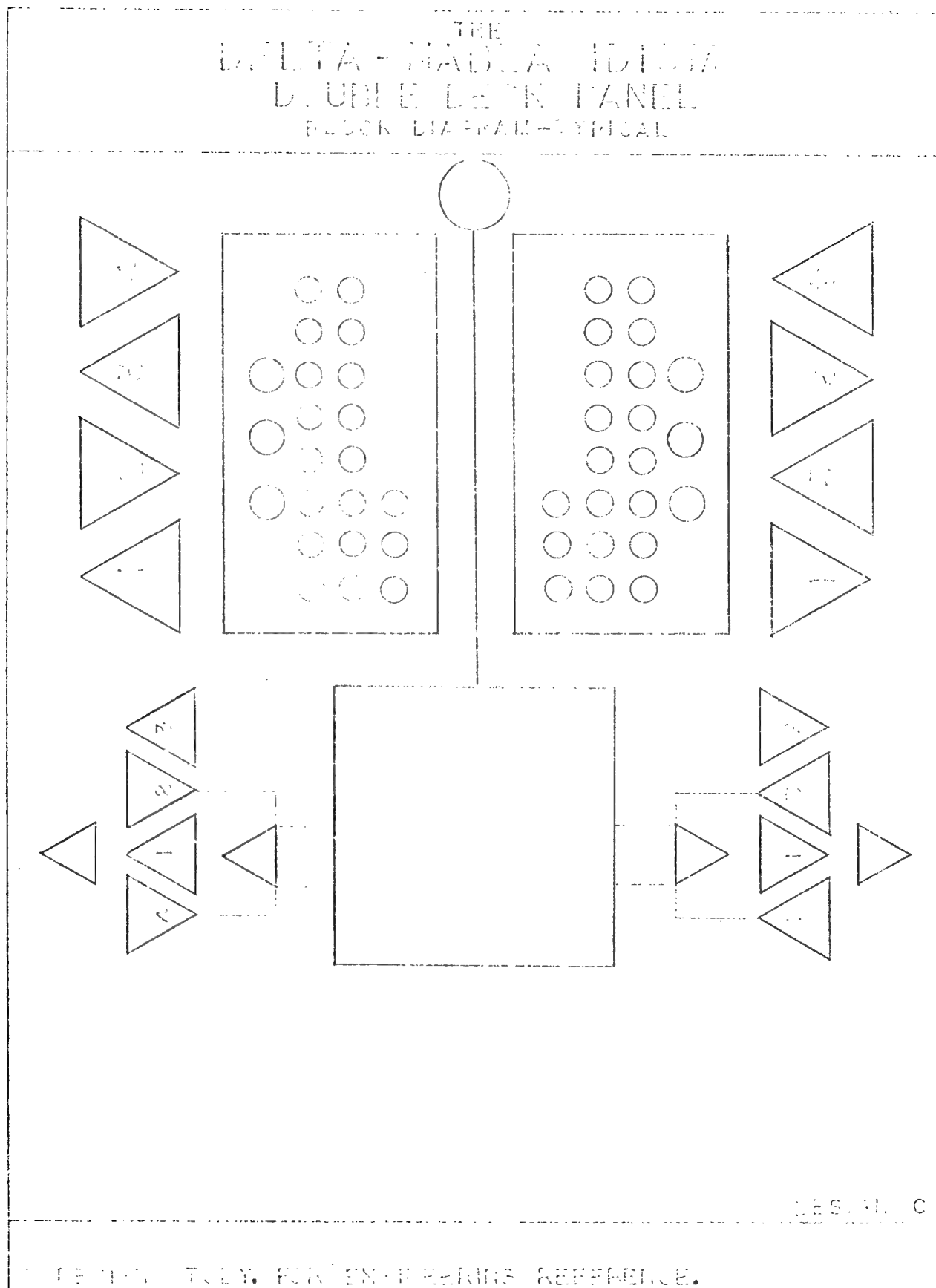


Figure 3.

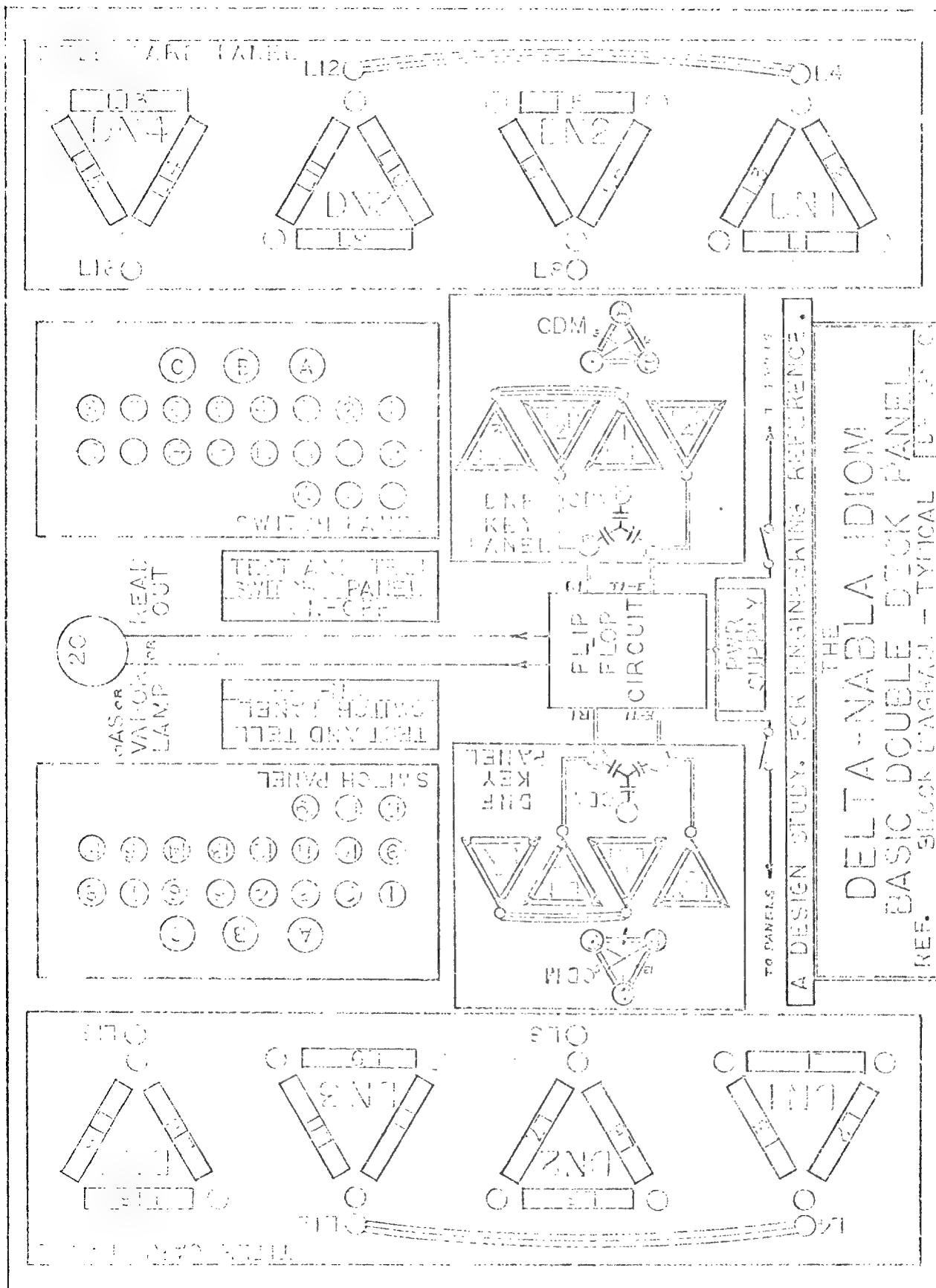
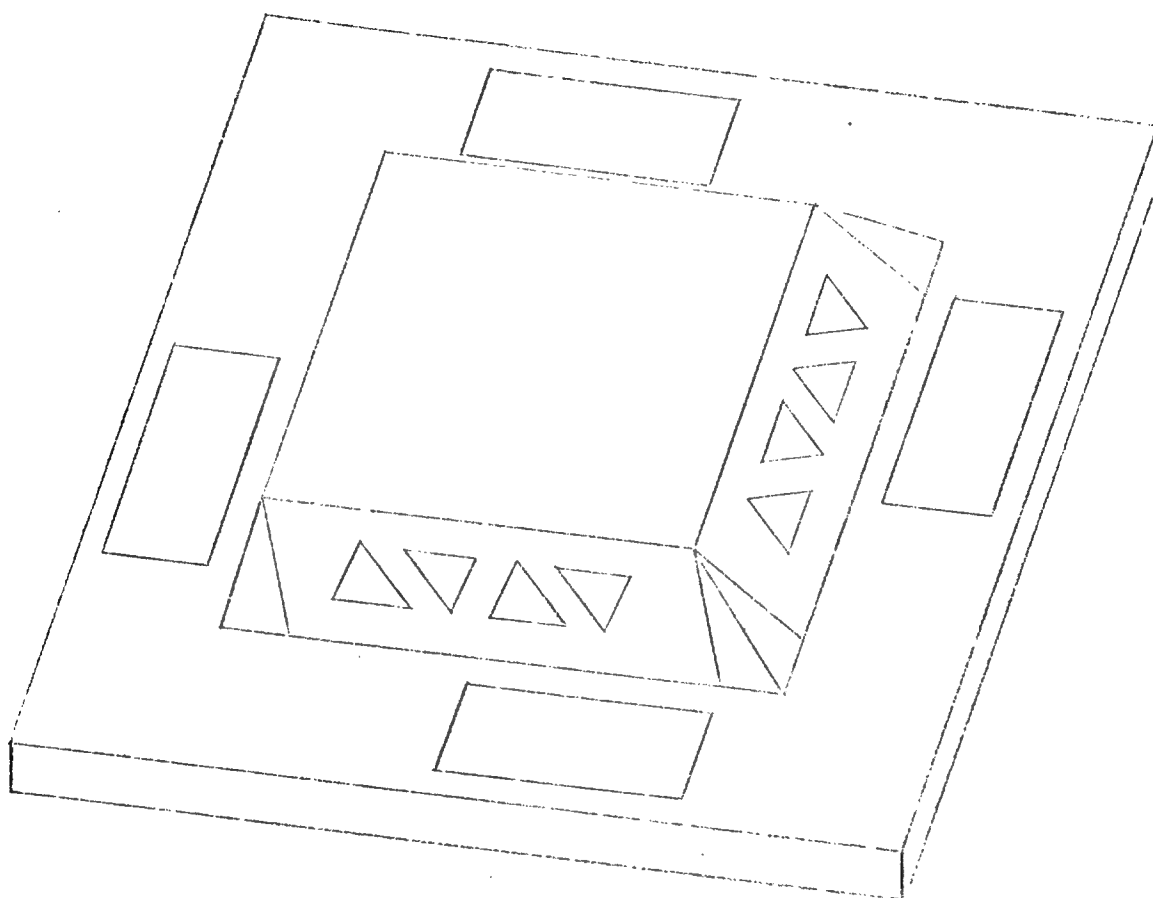


Figure 4.



THE  
DELTA-NASLA IDIOM  
QUADRO DECK PANEL  
TYPICAL LABEL DESIGN



DESIGN D

THE DELTA-NASLA IDIOM QUADRO DECK PANEL

Figure 5.

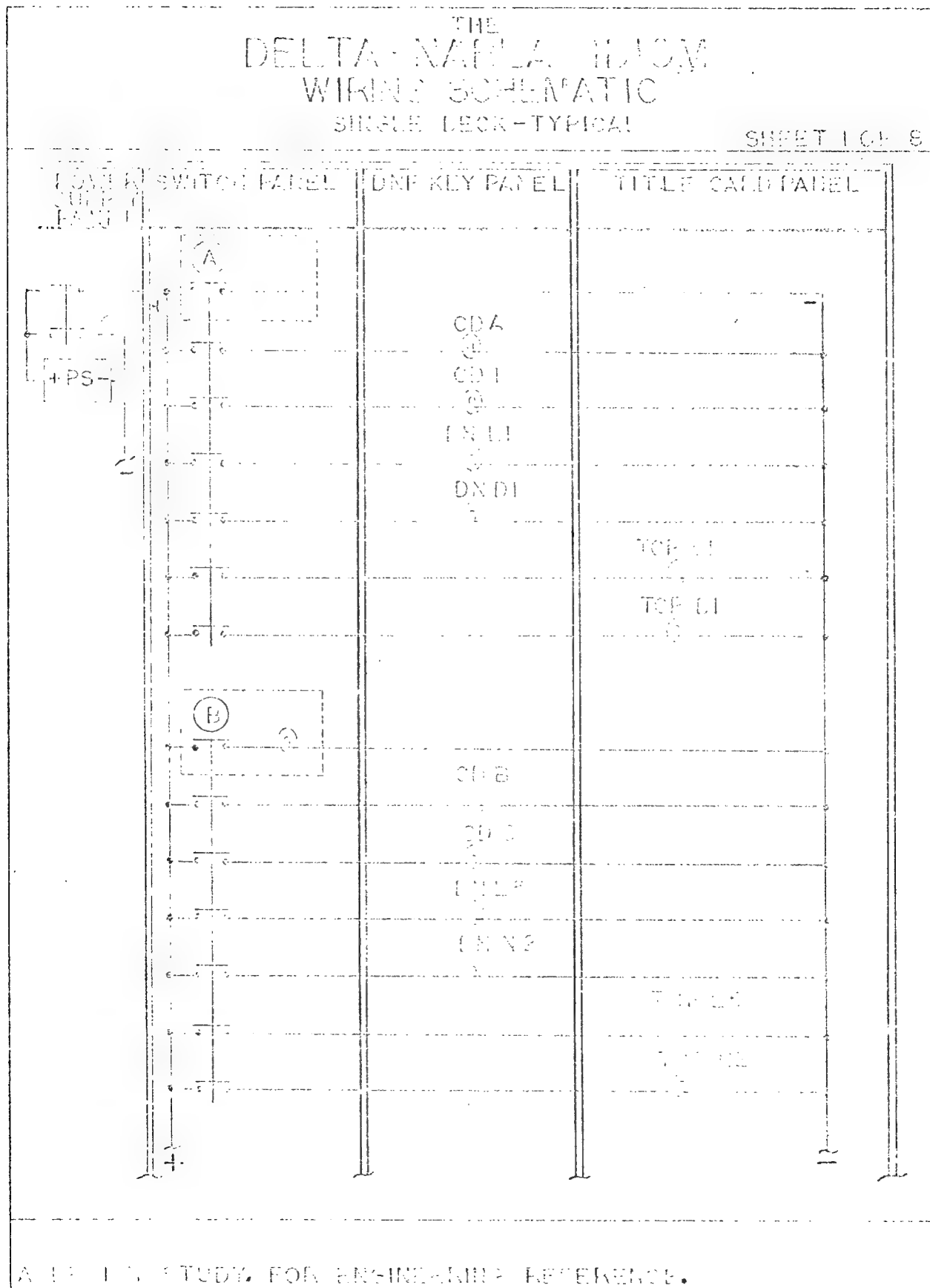


Figure 6. (Sheet 1 of 8)

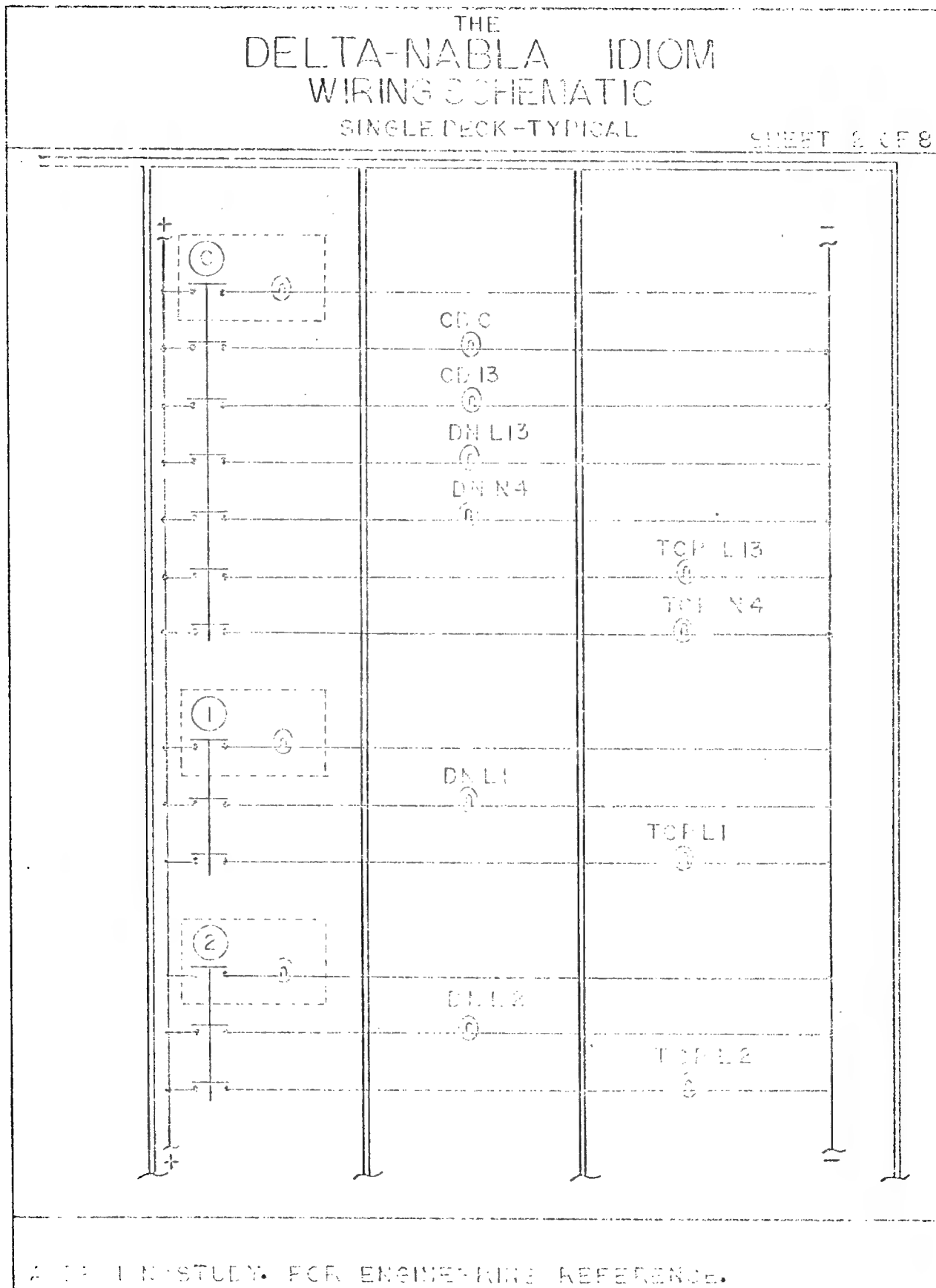
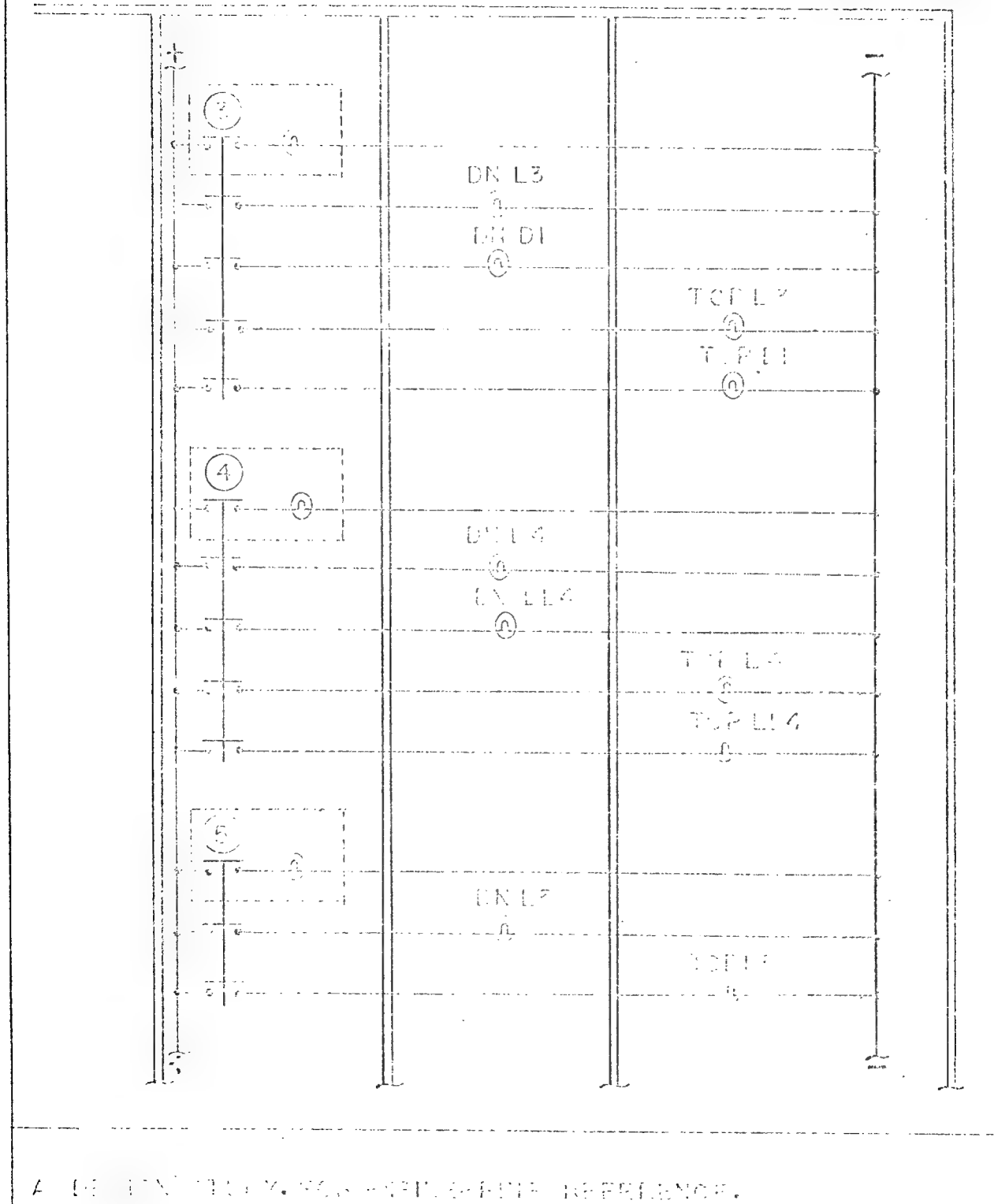


Figure 6. (Sheet 2 of 3)

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THE  
DELTA-NABLA IDION  
WIRING SCHEMATIC  
SINGLE DECK - TYPICAL

SHEET 3 OF 8



A - DELTA-NABLA IDION - SEE SHEET 1 FOR REFERENCE.

Figure 6. (Sheet 3 of 8)

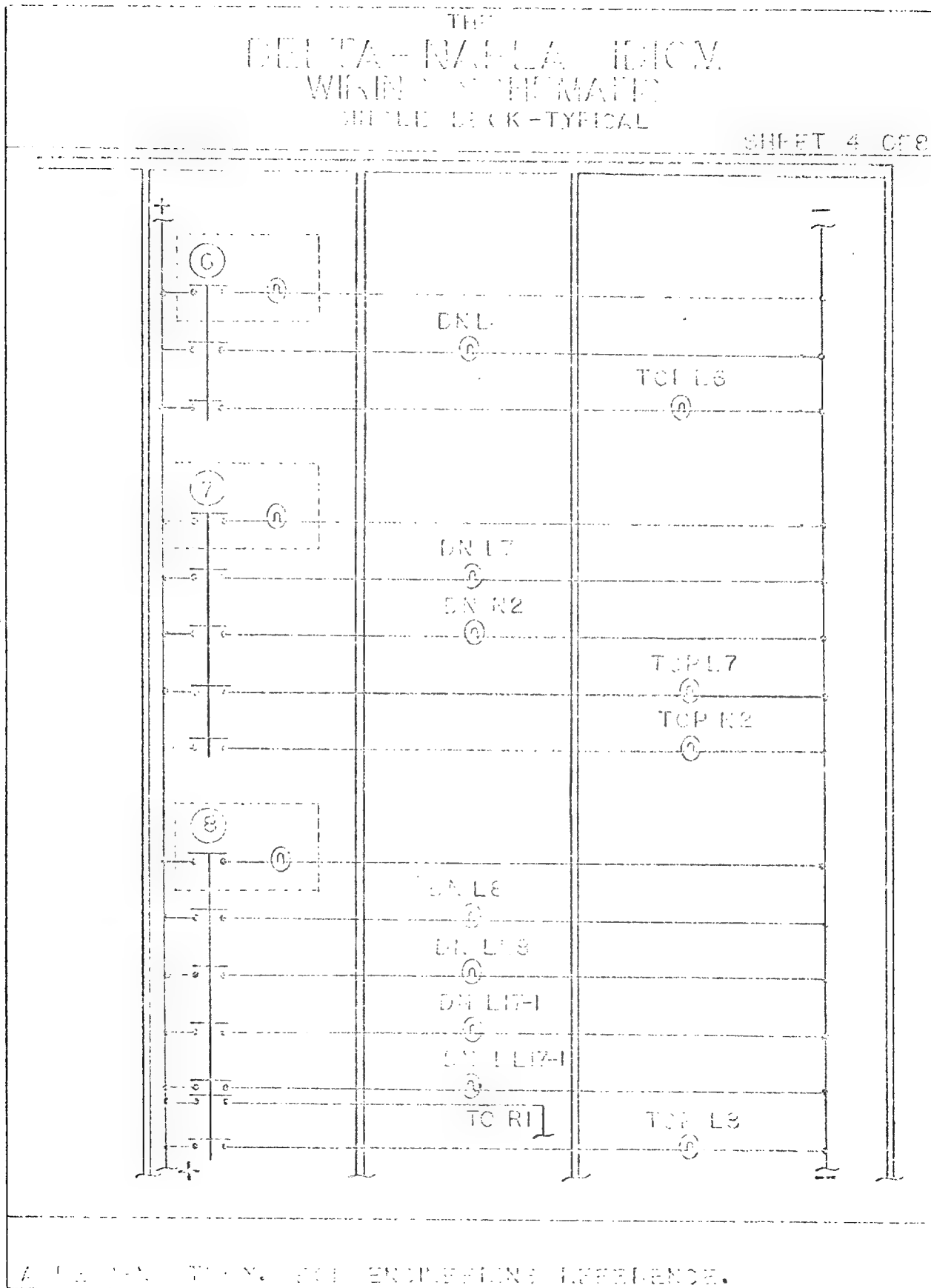


Figure 6. (Sheet 4 of 8)

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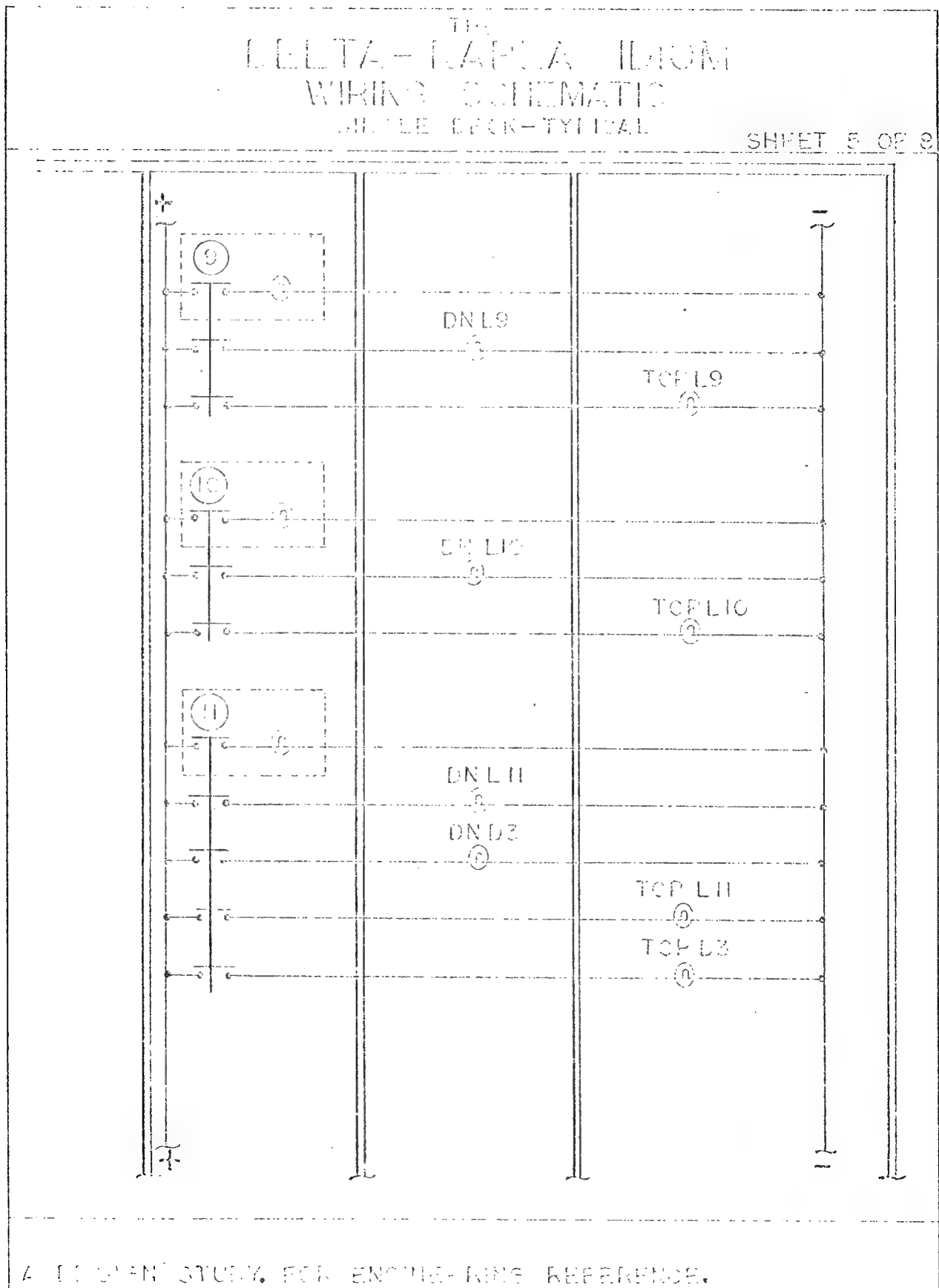


Figure 6. (Sheet 5 of 8)

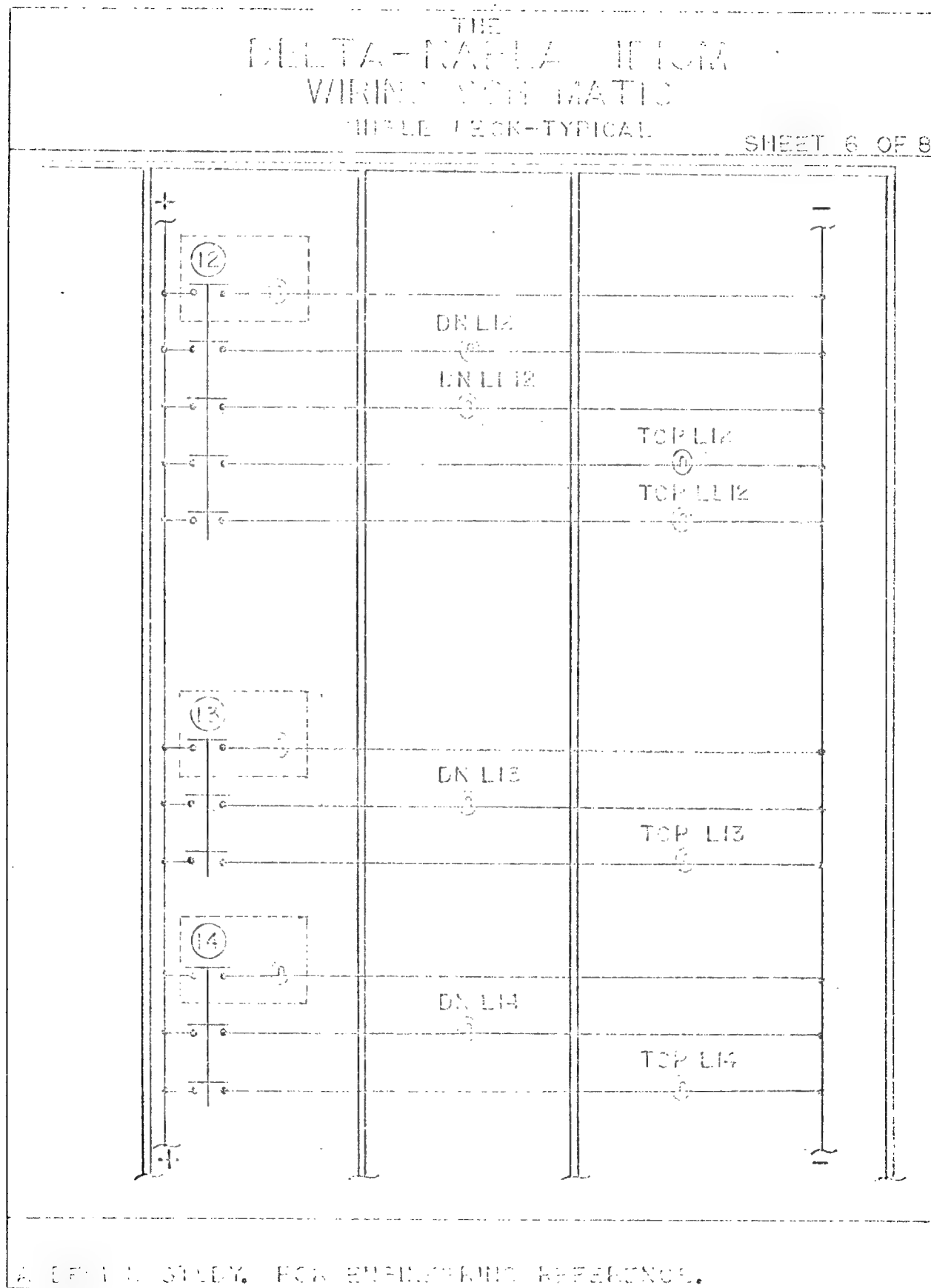


Figure 6. (Sheet 6 of 8)

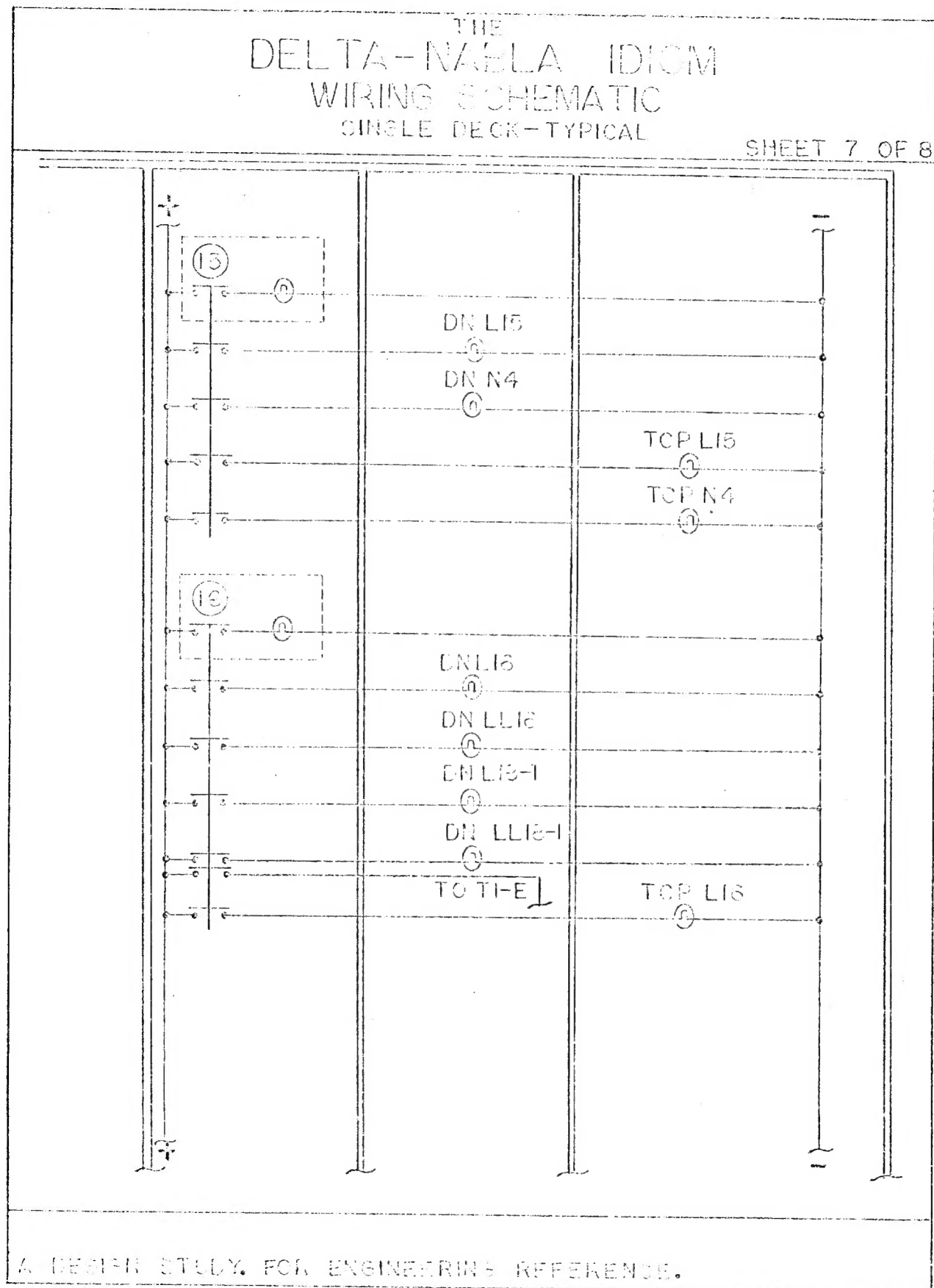


Figure 6. (Sheet 7 of 8)



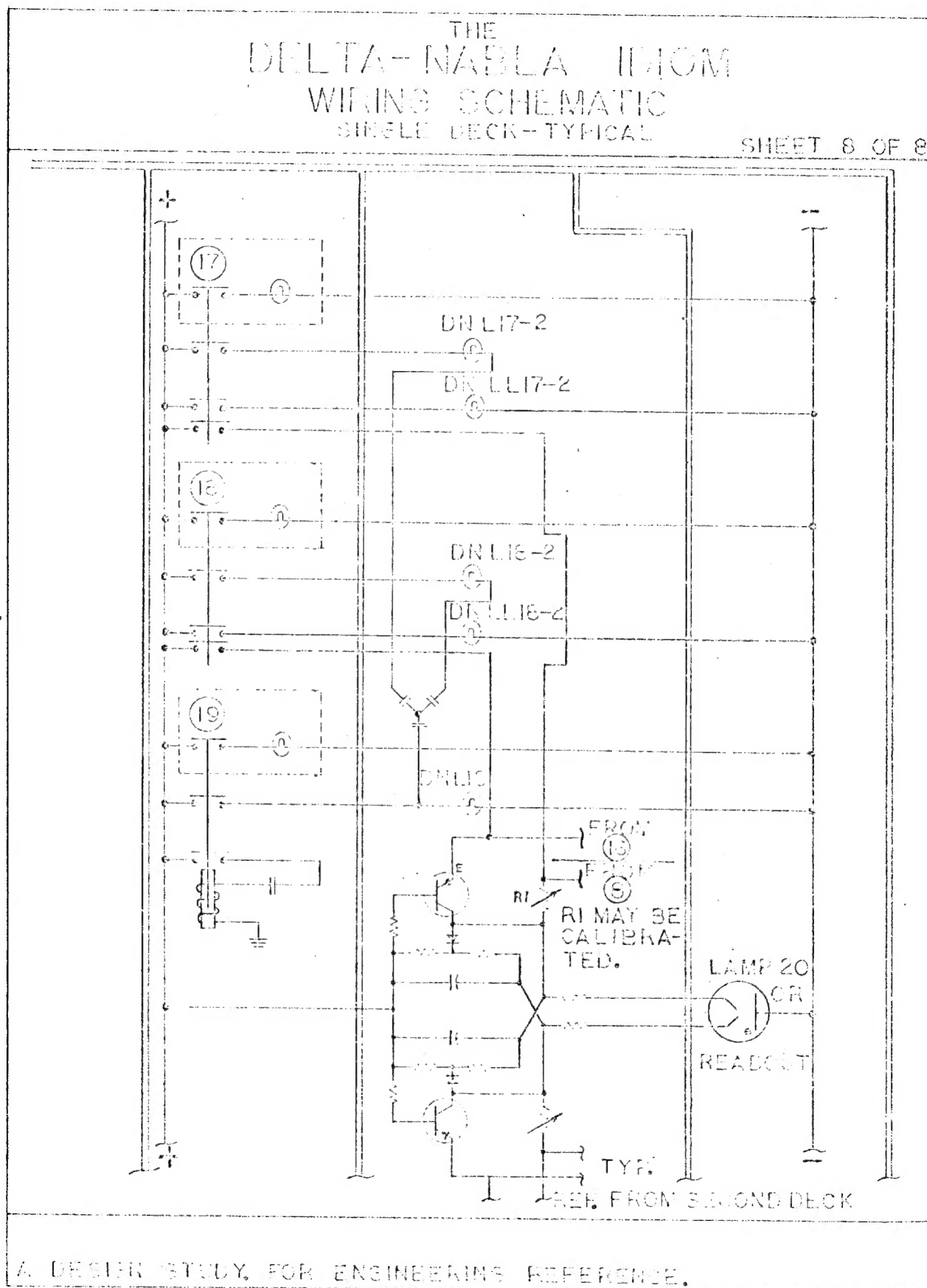


Figure 6. (Sheet 8 of 8)

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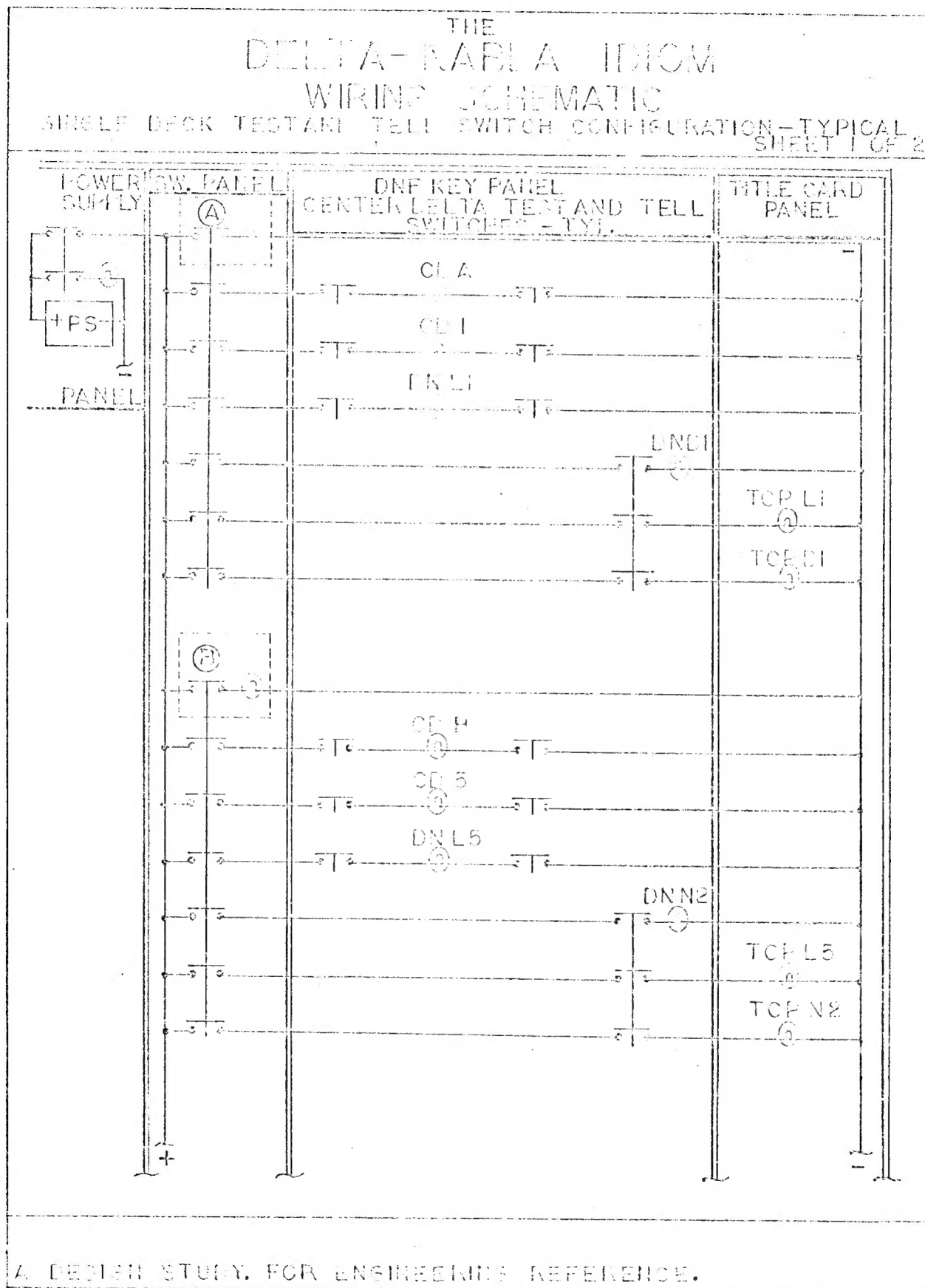


Figure 7. (Sheet 1 of 2)

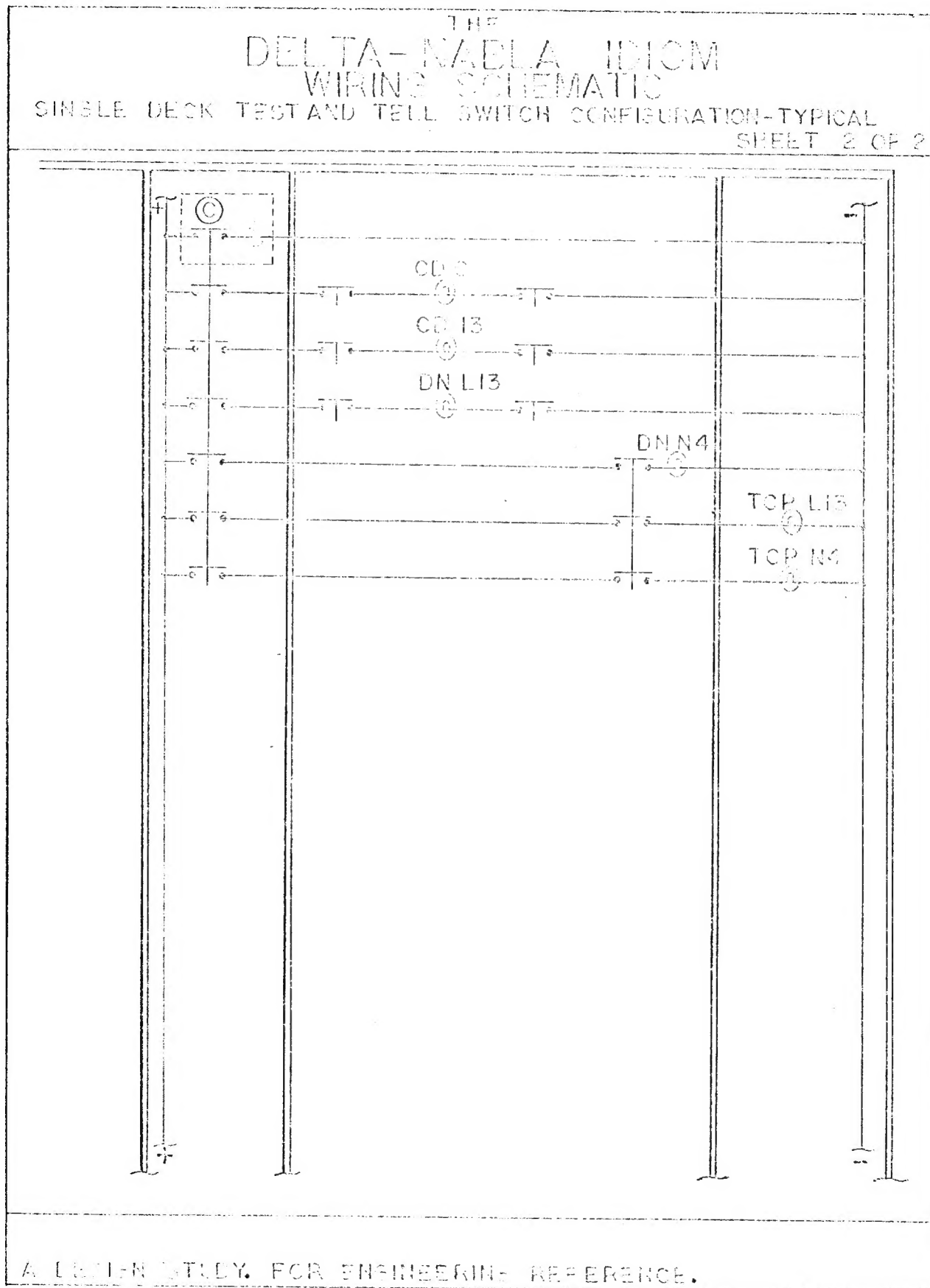


Figure 7. (Sheet 2 of 2).